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ABSTRACT

A district-wide language arts program for grades 9 through 12 that emphasizes aesthetic expression in addition to a basic skills component is described in this booklet. A foreword discusses at length the curriculum guide on which the program is based and outlines the potential for the guide's use and modification, the relationship of the state and federal government to the curriculum, recommended time allocations and graduation requirements, and availability of the recommended instructional materials. The booklet also presents a statement of the goals of the school district's board of education, a list of overall program goals, and information on general program applications such as school literary magazines, basic writing proficiency examinations, and the development of film viewing skills. The major portion of the booklet describes specific English, speech, and journalism courses for grades 9 through 12 and an ungraded English course for speakers of other languages. (AEA)

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PROGRAM OF STUDIES

ENGLISH LANGUAGE ARTS, GRADES 9-12

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Department of Instructional Planning and Development
Montgomery County Public Schools
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FOREWORD

CURRICULUM AND INSTRUCTION

Curriculum may be defined as the general prescription for what teachers should teach and students should learn. In the Montgomery County Public Schools, the *Program of Studies* embodies this prescription. The *Program of Studies* includes the prescribed elements of programs and courses, including course titles, codes, instructional objectives, content descriptions, prerequisites, time allotments, credit values, and a point of view for instruction in each subject area. Based on the MCPS Goals of Education* these prescribed elements constitute the countywide framework within which schools develop and carry out instructional programs tailored to local needs. The relationship of curriculum to instruction in the MCPS, therefore, is that of the more general to the more specific. The *Program of Studies* provides specifications, sets limits, and indicates directions. It has direct and indirect implications for the selection and organization of content, patterns of learning and teaching, and evaluation of outcomes. However, the fulfillment of these specifications and implications is determined at the individual school level. The MCPS instructional program is, therefore, the interaction of the *Program of Studies* framework with the efforts of the individual schools. An appreciation of this interaction is necessary for an understanding of the place of the *Program of Studies* in the work of the schools.

The framework represented by the *Program of Studies* makes possible a unified countywide instructional system which at the same time permits the flexibility of programming required in a large and diverse county. At points, the *Program of Studies* may prescribe instruction very specifically. This may happen with regard to a socially sensitive topic such as sex education, or it may result from the rigorous requirements of establishing an instructional system in mathematics. But this degree of specification is unusual in the *Program of Studies* inasmuch as its level of prescription is generally represented by the instructional objectives it contains for all programs and courses. Instructional objectives are general statements of what the student should attain and are thus appropriate for all students taking a given program or course. Performance objectives are more specific statements of what the student should attain. Formulated or adopted by teachers in relation to the instructional objectives, performance objectives are used in planning classroom instruction. They are thus specific enough to form the basis of day-to-day work and of evaluation of the student's progress. In this movement from instructional to performance objectives, the teacher finds the guidance and the leeway to plan for students of a wide variety of needs and abilities. An examination of the illustrative performance objectives found in instructional guides and in teachers' lesson plans makes clear how great this range is.

An additional means of differentiating instruction which becomes increasingly important at the upper grade levels is provided by elective courses. The use of electives to provide for students of varying abilities and interests differs considerably from subject to subject. Almost all subjects have courses or course sequences which provide for enriched content and advanced or specialized work. Some provide for accelerated movement; some offer additional courses for advanced or specialized work; and some have differentiated paths among required and/or elective courses. The structure of each subject area and the ways by which it employs electives to provide for diverse student needs is indicated in the Grades 9-12 portion of the program description for each subject.

Information regarding each subject area appearing in the *Program of Studies* is presented, when appropriate, as two sections — one for Grades K-8 and one for Grades 9-12. For those subject areas spanning Grades K-12, both sections must be consulted for a full description of the program.

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*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

Each subject area section, whether K-8 or 9-12, has the following subsections: Point of View, General Information, Description of Program, and Instructional Guides.

The Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued in MCPS, and relationships to other subject areas. It also explains how students of varying abilities and interests in the subject are provided with differentiated performance objectives. An explanation of how study of the subject fulfills one or more of the MCPS Goals of Education* is included either in the Point of View subsection or as General Information. For those subject areas spanning Grades K-12, the Point of View is identical in both the K-8 and 9-12 sections.

The General Information subsection includes an explanation of how study of the subject fulfills the MCPS Goals of Education (unless this explanation has appeared in the Point of View) and how it is organized for instruction. Information is given about subject area tests required by the county or state and about federal and state involvement when it is important or distinctive for the subject area. Information about the fulfillment of graduation requirements, Grades 9-12, is also given in some detail for those subjects in which specific requirements exist. Other information specific to the subject also appears.

The largest portion of each subject area section is the Description of Program. It describes the program and supporting courses, identifies the instructional objectives for each, and includes any other prescribed or pertinent elements. For Grades 9-12, this subsection is divided into a List of Courses and a Description of Courses. The List of Courses gives a brief view of subject offerings at this level and serves as a table of contents to the subsection. The course descriptions, along with the narrative material and instructional objectives for each course, give course title, level, length, code, credit value, and prerequisites (if any).

At the end of each subject area section, there appears a list of pertinent MCPS instructional guides. This subsection is amplified to include existing annotated bibliographies, scope and sequence charts, or other such instructional materials in the subject which may have been prepared by MCPS staff.

USE OF THE PROGRAM OF STUDIES

The *Program of Studies*, as the curricular framework for the MCPS, promotes learning through a convergence of educational efforts. Students, teachers, administrators, parents/guardians, and other members of the community use the *Program of Studies* in a variety of ways to achieve the common goal of effective education.

A curriculum stated in terms of general (instructional) objectives informs the *student* of what the school intends him/her to learn and makes it easier to participate in setting specific performance objectives with teachers. Increase in learning efficiency is more apt to take place when a student knows the goal of learning. The student is also more apt to make a commitment to successful learning when at appropriate times he/she is able to select instructional methods and materials. Finally, the student's sense of achievement is reinforced when progress can be noted in the gaining of objectives.

The *teacher* who is familiar with the *Program of Studies* can be more effective in conferring with parents/guardians as well as being in a stronger position to establish specific teaching objectives, plan lessons, select instructional materials, and assess learning progress and teaching functions.

The *school principal* uses the *Program of Studies* as an administrative guide in its listing of approved courses, titles, and codes. The administrator can also deepen staff and community understanding for the

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total educational program as the *Program of Studies* is employed in teacher conferences, faculty and department meetings, and parent/guardian meetings. School effectiveness can be enhanced as the principal organizes people and resources to help learners gain the stated ends of instruction.

Learning outcomes and other information included in the *Program of Studies* give *parents/guardians and other members of the community* information useful to them. They can better understand the instructional program for their elementary school children and advise secondary school youth in course selections. Knowledge of the *Program of Studies* also enables families and other community members to communicate more effectively with their children, teachers, and school administrators.

CURRICULUM CHANGE AND MODIFICATION OF THE PROGRAM OF STUDIES

The curriculum of any public school system must reflect the continual change of the society of which it is a part. As the MCPS curriculum changes, the *Program of Studies*, which establishes the MCPS curriculum in printed form, must be modified accordingly.

In MCPS, a proposal for a new or revised program or course can originate with any individual or group in the community or school system. The staff of the Department of Instructional Planning and Development encourages, coordinates, and assists the development of such proposals. In general, the staff has responsibility for modification of curriculum as required by state and local law and policy, and for continual assessment of the need for curriculum change. Procedures for effecting changes in curriculum and the *Program of Studies* are specified in MCPS Regulation 345-1, "Development and Approval of Curriculum and Supporting Materials." These procedures first state the involvement of community and school personnel in the initiation, development, review, and tryout of proposed curriculum changes; describe the role of the Council on Instruction as a reviewing and recommending body for the superintendent; and identify the final steps of approval by the superintendent and the Board of Education. The regulation also cites relevant portions of these Board of Education policies and Maryland public school laws upon which its procedures rest.

STATE AND FEDERAL GOVERNMENT IN RELATION TO THE CURRICULUM

The major influence of the Maryland State Department of Education upon local curriculum has traditionally been through the MSDE's specification of the requirements for graduation from high school. (These graduation requirements and other provisions for earning credit are summarized on page vii.) Two newer and equally important MSDE influences stem from a state educational accountability law* and the currently evolving Project Basic.**

The Maryland Educational Accountability Act imposes several requirements in its implementation of statewide accountability. These include the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at three levels — state, school system, and individual school. The goals and objectives at the system level must conform with those established at the state level, and those established by individual schools must conform with those of the local system and the state.

Also required by the Act is a school-by-school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular reevaluation of programs, goals, and objectives is also a stipulation of the Act.

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*Article 77, Section 28a, of the *Annotated Code of the Laws of Maryland* was passed during the 1972 session of the Maryland General Assembly. The law has come to be called the "Educational Accountability Act."

**See "The Comprehensive Plan Maryland Competency-Based Prerequisites for Graduation," a publication of the Project Basic Office of the Maryland State Department of Education, 1978.

The state plan for implementation of the Accountability Act* specified that, effective the spring of 1974, the Iowa Test of Basic Skills and the Cognitive Abilities Test would be given to all pupils in Grades 3, 5, and 7. Use of these tests has given rise to concerns about the limitations of nationally norm-referenced tests and the small part of the MCPS curriculum that is measured by the ITBS. As a result, the Maryland State Board of Education has adopted a new schedule of assessment which includes the use of the Maryland Functional Reading Test and the Maryland Functional Mathematics Test in the secondary grades. These two tests, developed at the state level, are criterion-referenced tests. This means that they test specific skills or information without regard to how well similar student populations do on a given test item. Students who pass these tests in the ninth grade will not be tested again in connection with this program. Those who fail either test will receive appropriate instruction and retesting.

Through its Project Basic, the Maryland State Board of Education is reaffirming its responsibility for establishing statewide educational standards and stating its commitment to the development of behaviors basic to effective adulthood.** The state board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. The five areas and their definitions as stated in the paper are:

A. Basic Skills — All people must be able to read, write, and calculate.

B. Survival Skills — Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, interpersonal relations, mechanical, and personal finance.

C. World of Work — Schooling should lead to securing employment upon graduation or post-secondary education. All public school youth should be made aware of the options and opportunities of the world of work without racial or sexual bias.

D. World of Leisure — Schooling should help the student become involved in creative and healthful lifetime activities.

E. Citizenship — Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

To implement this action of the Maryland State Board of Education, State Superintendent of Schools David Hornbeck established the Project Basic Office. Its staff is currently involved in identifying the basic competencies in the five areas. It is also to design and develop instructional activities for the five areas of human activity, develop assessment measures to certify student acquisition of the specified competencies, and coordinate the statewide implementation of minimal competencies as a prerequisite to graduation. The project is to be fully implemented by 1982.

The impact upon the MCPS curriculum of the educational accountability and the competencies programs is as yet difficult to calculate. In one sense, the impact may not be great because the objectives of the accountability program (and, it is anticipated, the competencies of Project Basic) are to a large extent already included in the MCPS curriculum. References to the impact of the educational accountability law on specific portions of curriculum are included in the *Program of Studies* within the Information sections of the descriptions for Reading, English Language Arts, and Mathematics. On the other hand, these two state programs may have a significant impact on curriculum emphasis and

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*See the "Maryland Handbook on the Accountability Assessment Program, Maryland State Department of Education, Adapted to MCPS Test Administration Procedures," issued by the MCPS Department of Pupil and Program Appraisal, February 1, 1974.

**See *The Mission of Schooling*, Maryland State Board of Education, January 1977.

balance. They could affect time allotments within and among subjects and courses and thus affect even the definition of the subjects and courses themselves. How these statewide programs are developed and how MCPS students perform on the required evaluations will determine the impact of these programs upon curriculum. They are certain to have impact upon instruction and probably even more impact on evaluation procedures.

Federal and other state involvement in curriculum is mentioned in the descriptions of those subject areas where it is found, e.g., health education and some of the vocational education subjects.

TIME ALLOCATIONS AND GRADUATION REQUIREMENTS

In the following chart, time allocations are shown for subjects Kindergarten through Grade 8. The allocations are given in minutes per week, and school administrators are expected to use them in establishing program balance.

Subject	K	Grades 1-2	Grades 3-6	Grades 7-8
English Language Arts/Reading	200	700	475	225
Mathematics	75	200	225	225
Music	100	100	100	75
Physical Education	125	150	150	225
Science	75	125	225	225
Social Studies	75	125	225	225
Home Economics and Industrial Education	—	—	—	75
Electives				225
Total	750	1500	1500	1575

The MCPS Policy on the Middle School directs the school system to provide "a curriculum based on the developmental needs of pre- and early adolescents which places primary emphasis on acquisition of basic skills but also provides a wide range of exploratory and enrichment experiences."* Middle schools are organized into interdisciplinary teaching teams which provide opportunities for flexible student grouping and scheduling. Therefore, daily, weekly, and master schedules in middle schools will not be characterized by fixed time intervals for each subject area.

New standards for high school graduation were enacted by the Maryland State Board of Education on November 27, 1974, and became effective for students entering ninth grade in the fall of 1975. These standards thus become effective for all students in Grades 9-12 in the school year 1978-79. The standards define a unit of credit; specify credit requirements for graduation; and list several provisions for earning credit and several alternatives to four-year enrollment. MCPS Regulation 310-3, "High School Graduation Requirements," includes these state graduation requirements, the policy of the Montgomery County Board of Education with regard to them, and guidelines for their implementation.

*The MCPS Policy on the Middle School, adopted December 13, 1977

With exceptions specified under "Alternatives to Four-Year Enrollment," the MCPS student must, beyond the eighth grade, complete four years of approved study and earn a minimum of 20 credits. Twelve and one-half of these credits must be in the areas specified below. The additional seven and one-half elective minimum units may be chosen from offerings in any curricular area.

English Language Arts	4 credits
Social Studies	3 credits (One must be United States History; and one must deal with contemporary issues including local, state, and national governments.)
Science	2 credits
Mathematics	2 credits
Physical Education	One-half credit, required in Grade 9, and one-half credit sometime during Grades 10-12
Physical Activity*	Two semesters of physical activity sometime during Grades 10-12 (One-half credit of elective physical education fulfills the requirement of two semesters of physical activity.)
Health Education	One-half credit, required in Grade 9

The several provisions listed by the state for earning credit in addition to regular school day and school year programs are summer school, evening school, correspondence courses, tutoring, examination, and work study programs or experience outside the school. On pages 10 and 11 of MCPS Regulation 310-3, the Montgomery County Board of Education guidelines for each of these provisions are shown. The provision on credit by examination is being implemented as examinations appropriate to MCPS courses can be developed. During the 1977-78 school year, such examinations were given for Algebra 2; Trigonometry; and English, Grade 12.

The alternatives to four-year enrollment are an accelerated twenty-credit program; an early college admission program; early admission to approved vocational, technical, or other post-secondary school; and a job entry training program. To receive a high school diploma through any one of these alternatives, the MCPS student must receive approval for waiver of the four-year enrollment requirement. MCPS Regulation 310-3 includes the steps for requesting and receiving approval of the waiver. In addition to reading the regulation, which is available in all school offices and in school instructional materials centers, students and parents/guardians should consult local school counselors with regard to any of these provisions or those concerning earning credit outside the regular school day and year.

INTERAGENCY PROGRAMS

As has been stated, the *Program of Studies* prescribes the curriculum for all MCPS students by allowing for much differentiation of instruction. Instructional alternatives are created by varying content, assessment criteria, pace, and the pattern of courses the student takes. Beyond this differentiation, special instruction and other services are provided for handicapped students. In order to provide programs for all handicapped students, MCPS coordinates services with local and state agencies and other resources.

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*See pages 3-4 of the Physical Education Grades 9-12 section of the *Program of Studies*.

For those students who are most severely handicapped, including those who are placed outside of MCPS schools, the MCPS curriculum is adapted as required to meet the limitations of the students. Information about programs for these students is available from the Placement Unit of the Department of Interagency Programs, MCPS Office of Continuum Education.

AVAILABILITY OF INSTRUCTIONAL MATERIALS

The instructional guides listed at the end of each subject area section of the *Program of Studies* are on file in school Instructional Media Centers and in the Professional Library (formerly the Educational Materials Laboratory) at the Educational Services Center. They may be ordered from the Division of Supply Management, Department of School Services, MCPS Office of Supportive Services, which maintains a list of the guides stocked in its warehouse.

Occasionally, there will be a need in a subject area for publication of some supplemental instructional material such as a scope and sequence chart or a bibliography. If such exist, they are also listed at the end of the subject area section.

The Department of Instructional Resources, MCPS Office of Program Development, maintains files of approved textbooks and text materials and of approved films. A list of approved textbooks and text materials is published annually. Questions regarding this list should be addressed to the Division of Instructional Materials, Evaluation and Selection. A list of approved films is published periodically, and questions regarding it should be addressed to the Film Library of the Division of Instructional Materials, MCPS Department of Instructional Resources.

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

ENGLISH LANGUAGE ARTS, GRADES 9-12

POINT OF VIEW

Language is basic to all that we do. It is the unique tool by which we classify, interrelate, integrate, and reflect upon the diverse elements of our experience. It should not be surprising, then, that the MCPS English language arts program responds directly to several specific areas of the Goals of Education.* In the area of academic skills, it assumes a major role in ensuring that each student, according to his/her unique capabilities, attains:

The ability to read and comprehend written material and relate it to other knowledge
The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment

In addition, the program makes unique contributions in other MCPS goal areas, especially in that of aesthetic expression, where it seeks to help each student gain:

Knowledge of the nature of the creative and performing arts
Experience with a variety of art forms
A perspective for developing his [/her] own aesthetic criteria and tastes
Understanding of the contribution of the arts to human communication

Clearly, proficiency in the basic language arts skills contributes to achievement in all content areas both in school and out. Upon it depend, in large part, a person's self-confidence; ease in social situations; and vocational, economic, and civic competence. But the English language arts program reaches beyond the basic skills component. In literature, through the medium of language, a person is enabled, whether as writer or reader, to order the elements of experience and to share with others insights into the human condition. Both for its practical and for its humanizing value, therefore, the study of English language arts is vital to the total educational program and significantly it is the one subject required of all students from Kindergarten through Grade 12. In the upper grades, through a wide range of electives and English-related activities like debate, forensics, publications, and drama production, students are encouraged to develop and extend their specific potentials in the language arts area.

The goals of the K-12 English language arts program are to help the student to:

Become aware of the values, skills, attitudes, understandings, and appreciations necessary to living effectively in a democratic society

Think clearly

Develop competence in the skills of oral and written communication

Exercise personal responsibility in the use of language

Read efficiently and effectively for a variety of purposes

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*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

Appreciate the literary heritage and the relation of literature to the other arts

Develop insight in interpreting human experience

Develop increasingly mature standards of personal enjoyment and aesthetic taste

Understand the relationship of words to human behavior

Develop power in creative thought and expression

Make appropriate use of the mass modes of communication

Listen purposefully and courteously

Develop effective habits of work and study

Develop intellectual curiosity

GENERAL INFORMATION

All students in Grades 9-12 spend the equivalent of one full period per day in English study. A number of elective courses supplement the required English courses. Among these electives are Advanced Writing Workshop, Journalism I and II, and Speech I and II. Also offered is Advanced Placement English, a college-level offering, which able and interested students may elect in lieu of English 12.

Formal instruction in the nature, function, history and structure (grammar) of language is stressed in Grades 7 through 10. Basic principles of logic and rhetoric receive increasing emphasis in Grades 11 and 12, along with a comprehensive review of previous language learning as needed. At all secondary levels, language instruction is an integral part of the literature and composition programs. Teachers emphasize the strengthening of student skills in listening, speaking, reading, writing, and in the allied areas of usage and mechanics.

Composition work at the secondary level spans all basic writing purposes. In general, the senior high program reflects an increasing emphasis on exposition and persuasion. Increasingly assignments are related to current scholastic and anticipated social and career needs. Many of the best creative efforts growing out of class work find an outlet in school literary magazines and school newspapers. An integral part of the English program at all grade levels is continuing attention to the mechanics of English and to effectiveness of English expression. At least one-half of the instructional time in the required English program in Grades 9-12 is devoted to the study of language, composition, and the mechanics of English.

In compliance with Maryland State Department of Education requirements, Montgomery County Public Schools has established a Basic Proficiency Program in Writing. All MCPS students entering Grade 9, as well as all non-MCPS students entering Montgomery County Public Schools at the ninth-, tenth-, or eleventh-grade levels, are administered a basic writing proficiency examination. All who fail to demonstrate mastery of all the identified basic writing proficiencies are provided intensive follow-up instruction in the areas of weakness.

Reading instruction, using a combination of methods and materials, takes place at all grade levels from Kindergarten through Grade 12. So vital is the development of reading proficiency to the development of general competence that teachers at all grade levels and in all subject fields bear responsibility for developing the reading-study skills proper to their respective fields. The bulk of reading instruction at

the senior high level is concentrated on the development of the skills of interpretive and critical reading as applied to fiction, non-fiction, and the mass media. To students with special reading difficulties, specialized reading and diagnostic services are available. (NOTE: Separate volumes on the Reading Program K-8 and the Reading Program 9-12 have been included in the *Program of Studies*.)

Literature study is an essential feature of the K-12 program in English. Its aim throughout is the development of persons who read with facility, pleasure, power, and discrimination. In the lower grades, children listen to and discuss in class representative selections read aloud by their teachers. As their decoding skills develop, students have group experiences in reading and discussing literature of various kinds, including fantasies, fairy tales, folk tales, myths, legends, adventure stories, and verse. To these are added individualized programs of independent reading guided by classroom teachers and librarians and characterized by informal teacher-student conferences. The cardinal objectives throughout the elementary years are the nurturing of a love for reading and a grounding in the basic reading skills.

The literature program for the middle school and the junior high school is transitional. The overriding purpose continues to be the nurturing of the habit of reading for enjoyment; but there is also the first concentrated focus on the basic tool concepts of literature applied to a limited number of established literary works appropriate to the interests and emotional maturity of early adolescence. By the end of Grade 9, most students will have had in-depth class experiences with a variety of adult literature, including a classical epic, several traditional ballads, and a sampling of short fiction. In addition, many will have studied a full-length drama and a book-length biography or autobiography.

The focus of literature study intensifies in Grades 10 to 12. Building upon concepts and skills introduced in Grades 7 through 9, students proceed to in-depth experiences with literary works of increasing complexity and sophistication, extending as they do (1) their capacity to respond with increasing independence and appropriateness to a variety of good literature and (2) their commitment to read good literature. Throughout the secondary grades, the thrust of literature study is the movement from class study, to small group study, to guided independent reading. Efforts are made to maintain a balance between classic and contemporary literature selections.

If a student is assigned a literature selection which he/she or his/her parent(s) find offensive, the teacher will, upon written request, provide an alternative assignment appropriate to the instructional objective(s) being pursued. In no way shall the student be penalized for requesting an alternative assignment.

A skill of increasing importance today is viewing. Though not properly a language skill, viewing, when considered in relation to filmic communication, has implications for the English teacher. More and more, as the competence of teachers permits, students at both elementary and secondary levels are having experiences in filming, film editing, and film appreciation. Especially in the secondary grades, film study is being an important adjunct to literature and media study.

In accordance with revised graduation requirements (see MCPS Regulation 310-3), qualified students are provided the opportunity of gaining credit for English 12 through examination. Students interested in this alternative should consult their counselors. All requests for credit by examination must be approved by the principal.

DESCRIPTION OF PROGRAM

List of Courses, Grades 9-12

*English 9
English 9A
English 9B

*English 10
English 10A (Elements of Prose Fiction)
English 10B (Elements of Drama as Literature)

*English 11
English 11A (Introduction to Nonfiction and the Lyric)
English 11B (Advanced Prose Fiction)

*English 12
English 12A (Advanced Nonfiction and the Lyric)
English 12B (Advanced Drama as Literature)

**English, Advanced Placement

***Speech I (Year)
Speech I (Semester)
***Speech II (Year)
Speech II (Semester)
**Journalism I
**Journalism II
**Advanced Writing Workshop

(For theatre course offerings, see Drama/Theatre section of the Aesthetic Education volume of the *Program of Studies.*)

Description of Courses, Grades 9-12

English Skills Laboratory Grades 9, 10, 11, 12
1140

Not a course proper, this non-elective, non-credit, short-term English Skills Laboratory is designed for students who need concentrated individual or small-group help and practice in some aspect of English skills relating to reading, composition, language use, study and research, or vocabulary development. Students are referred to the laboratory by English teachers and may attend the laboratory in lieu of

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*This course may be offered as two semester courses.

**This course is offered in some schools in semester segments. Instructional objectives specific to each semester segment have not been identified, however; and students enrolled in the course are ordinarily expected to complete both semester segments.

***Both semester and year-long versions of this course are offered. Though both versions treat essentially the same areas of content, the year-long version treats them in greater depth and affords the student greater and more frequent opportunities for application and critique.

regular English or in addition to regular English, depending upon available staff and the individual student's schedule and needs. The laboratory is offered only at schools where facilities and staffing permit.

English 9
Prerequisite: Attainment of the objectives for English, Grade 8
1003 1 year 1 credit

English 9 A
Prerequisite: Attainment of the objectives for English, Grade 8
1014 1 semester ½ credit

After a review of the grammatical concepts developed through Grade 8, ninth grade students receive systematic instruction aimed at reinforcing and extending these concepts, with emphasis on the structure of the complex sentence, the subordination of ideas through various grammatical constructions, and modification through clause and verbal modifiers. Grammar study also covers relative pronouns, correlatives, conjunctive adverbs, and the uses of the perfect tenses of verbs.

On the basis of a systematic diagnosis of their understandings and skills in grammar, usage, and mechanics, students pursue a program aimed at improving the quality of their written work. As part of the Basic Proficiency Program, special intensive remediation is provided for students with marked deficiencies in writing-related skills in mechanics and usage.

The six structured writing assignments required for this semester reinforce composition skills introduced in Grades 7 and 8 and continue to emphasize planning, proofreading, and revision as essential parts of the writing process. While continuing to stress the topic sentence and precise word choice, instruction focuses particularly on the selection and coherent ordering of detail in descriptive and expository paragraphs. The multiparagraph assignment is introduced and with it, the means for achieving coherence from paragraph to paragraph. The six required writing assignments* are as follows:

1. explaining a process (9-1)
2. describing a place from stationary point of view (9-2)
3. describing a person through his/her actions (9-4)
4. supporting a general statement of fact/opinion with detail (9-5)
5. describing a scene, with emphasis on sensory detail (9-7)
6. illustrating a generalization (9-9)

Students continue to receive developmental instruction in reading; however, the focus of reading instruction shifts in this grade to skills more particularly appropriate to the study of the formal aspects of adult literature. In the context of in-depth class study, students have an opportunity to apply previously learned narrative tool concepts to at least one adult novel. As time permits, students are encouraged to read a full-length biography (or autobiography) and a variety of short fiction.

Students continue to receive instruction in speaking and listening skills and have frequent opportunities to apply them in short talks and informal group discussions.

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*The numerals which follow each writing assignment identified above refer to the original placement of that assignment in the *Structured Composition Program*, Grades 7-12.

Upon completion of English 9A, the student should be able to:

- deliver short, well-organized oral reports and participate in group discussion
- take notes on class lectures and outside reading
- apply understanding of the basic concepts of narrative to a variety of narrative forms, including the novel and the short story
- identify the distinctive characteristics of the novel
- recognize, identify, and compose sentences conforming to all basic English sentence patterns
- recognize and explain the operation of the concepts of *predication, complementation, modification, subordination,* and *coordination* in complex and compound-complex sentences
- edit his/her own work, applying the concepts of grammar, usage, and mechanics designated for mastery thus far
- recognize, identify, and exemplify in writing all basic grammatical structures studied

English 9 B

Prerequisite: Attainment of the objectives of English, Grade 8

1015 1 semester ½ credit

In this course, students receive the equivalent of a two-week practical extension of semantics study. The focus is on distinguishing between reports and judgments; making inferences; analyzing simple prose utterances; distinguishing subjective and objective discourse. Vocabulary-building activities include a brief study of the dictionary and of the processes of word development. As part of the Basic Proficiency Program, students with marked deficiencies in writing-related skills continue to be provided with intensive remediation in the areas of weakness.

The six structured writing assignments required for this semester continue to emphasize planning, proofreading, and revision as essential parts of the writing process. While continuing to stress the topic sentence and precise word choice, instruction focuses particularly on the selection and coherent ordering of detail within a variety of descriptive, narrative, and expository paragraphs. At least one-half of the writing assignments are multiparagraph in length. The six required writing assignments* are as follows:

1. supporting a general statement with detail (9-6)
2. describing a person, using metaphorical language (9-8)
3. description with narrative intent (9-3)
4. narrating an incident, using dialogue (9-10)
5. narrating a biographical incident (9-11)
6. writing a friendly letter (9-12)

Students still receive developmental instruction in reading; however, the focus of reading instruction in this semester continues the shift to skills more particularly appropriate to the study of formal aspects of adult literature. Included is in-depth class study of an epic poem and a selection of folk ballads. Instruction focuses on the concepts of *hero* and *time management* and on the shaping principles of *compression* and *expansion*. Frequently included, too, is the reading of a full-length play and a selection of poetry and short fiction. Occasionally included, as time permits, is a brief introduction to the viewing of documentary films.

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*The numerals which follow each writing assignment identified above refer to the original placement of that assignment in the *Structured Composition Program*, Grades 7-12.

Students continue to receive instruction in speaking and listening skills and have frequent opportunities to apply them in short talks and informal group discussions.

Upon completion of English 9 B, the student should be able to:

- deliver short, well-organized oral reports and participate in group discussions
- take notes on class lectures and outside reading
- recognize and make valid inferences
- distinguish between reports and judgments
- select and order details in writing and speech to create a desired impression
- recognize the various ways in which speakers and writers (makers of documentary films) select and order details to create desired impressions
- compose a friendly letter which is substantially free from errors of English usage and mechanics and conforms to accepted friendly letter form
- edit his/her own work, applying the concepts of grammar, usage, and mechanics designated for mastery thus far
- recognize and identify instances of the operation of metaphor in thought and language
- distinguish between objective and subjective discourse
- identify and explain the function of the characteristic conventions of the epic and ballad forms
- apply the formal concepts of *expansion*, *compression*, and *time management* to types of literature studied
- apply the thematic concept of *hero* to various kinds of narrative literature, classical and contemporary
- illustrate and explain the operation of Fate and Foreknowledge in the traditional epic

English 10
Prerequisite: Attainment of the objectives of English 9
1004 — 1 year — 1 credit

English 10 A — Elements of Prose Fiction
Prerequisite: Attainment of the objectives of English 9A and 9 B
1008 — 1 semester — ½ credit

Language study in this semester includes a review of grammatical principles studied through Grade 9, with special emphasis on the recognition and effective use of noun clauses and verbals. Language instruction for this course provides for systematic diagnosis and remediation of student weaknesses in grammar, usage, and mechanics.

As part of the Basic Proficiency Program, students with marked deficiencies in writing-related skills continue to be provided with intensive remediation in the areas of weakness.

Although the composition program in Grade 10 continues the development of skills in description and narration, primary stress is on expository writing. Special emphasis is placed on problems of achieving unity and coherence in multiparagraph compositions. The six structured writing assignments required in the course include skills relatable to both in-school and out-of-school purposes. Indicative of the

latter is the letter of application for a job or for admission to college. The following six structured writing assignments* are required:

1. writing a sensory impression of a scene (10-1)
2. writing an order letter (10-2) or letter of application (11-11)
3. writing an extended logical definition of a word (10-3)
4. writing about a problem (10-4)
5. writing a short narrative to develop suspense (10-5)
6. tracing the development of a character (10-10)

In literature study, students work with a variety of literary forms; but special required emphasis is on a systematic, in-depth introduction to the nature and conventions of narrative. Concepts of *point of view*, *irony*, *totality of effect*, *convention*, and *symbol* are examined through class study of novels characterized by internal conflict and/or multiple plotting and of a wide range of short stories. The paired study of novels and short stories provides an ideal context for reinforcing student awareness of the shaping principles of *compression* and *expansion*. Choices of literature provide for a balance of classical and contemporary works. It is also recommended that instruction provide, as time permits, a brief introduction to the story film.

Students continue to receive instruction in speaking and listening skills and have frequent opportunities to apply them in reports or informal group discussions.

Upon completion of English 10 A, the student should be able to:

- write a unified and coherent multiparagraph composition substantially free of errors in English grammar, usage, and mechanics
- fill out fully, accurately, and legibly the kinds of miscellaneous forms commonly appropriate to the needs of home, school, employment, and civic life
- proofread and correct a specimen of writing to eliminate basic weaknesses in English grammar, usage, and mechanics
- apply valid criteria in the evaluation of short stories and novels (and story films)
- identify and explain instances of *figurative language*, *symbolism*, and *irony* in literature studied
- interpret basic elements of novels and short stories (and story films) in terms of how they contribute to total effect
- identify and discuss ways in which novels and short stories read are affected by the literary conventions of the period in which they are produced
- read stories independently and validly interpret them
- identify, classify, and exemplify in writing all the basic grammatical structures of *predication*, *modification*, and *subordination*
- apply to given sentences all the basic transformations
- distinguish the novel from the short story in general purpose and technique

English 10 B — Elements of Drama as Literature

Prerequisite: Attainment of the objectives of English 9 A and 9 B

1009 1 semester ½ credit

Language study in this semester extends semantics study to include intensive treatment of the operation of metaphor in language, thought, and literature; problems of subjective and objective reference; and the functioning of semantic classification. In addition, as part of vocabulary-building activity, students have extensive practice in recognizing and forming verbal analogies.

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*The numerals which follow each writing assignment identified above refer to the original placement of that assignment in the *Structured Composition Program*, Grades 7-12.

As part of the Basic Proficiency Program, students with marked deficiencies in writing-related skills continue to be provided with intensive remediation in the areas of weakness.

Although the composition program in Grade 10 continues the development of skills in description and narration, primary stress is on expository writing. Special emphasis is placed on problems of achieving unity and coherence in multiparagraph compositions. The six structured writing assignments required in the course include instruction in skills relatable to a variety of in-school and out-of-school purposes. Specifically illustrative of the former is that dealing with writing a response to an examination question. The following six structured writing assignments* are required:

1. generalizing about a character on the basis of what he/she says
2. proving a general statement by use of concrete detail (10-6)
3. writing a character sketch (10-9)
4. developing a valid contrast (10-11)
5. answering an examination question (11-2)
6. explaining through narration and description (10-8)

In literature study, students work with a variety of literary forms; but special required emphasis is on a systematic, in-depth introduction to the nature of dramatic literature, the functioning of dramatic conventions, and the ways in which playwrights use figurative language to reinforce meaning in drama. The concepts of *totality of effect*, *irony*, and *symbol* are examined through class study of several full-length plays (including a Shakespearean play) and through related individual assignments.

Students continue to receive instruction in speaking and listening skills and have frequent opportunities to apply them in reports and informal group discussions.

Upon completion of English 10 B, the student should be able to:

- recognize and interpret instances of metaphor both in everyday language and thought and in literature
- distinguish between objective and subjective reference
- construct or complete word analogies
- write appropriate responses to a variety of essay questions, observing the basic conventions of English grammar, usage, and mechanics
- write a unified and coherent multiparagraph composition substantially free of errors in English grammar, usage, and mechanics
- identify and discuss ways in which a play reflects the dramatic conventions of the period in which it was written
- identify, classify, and interpret instances of *figurative language*, *symbolism*, and *irony* in literature studied
- compare and contrast narrative and drama
- apply valid criteria in the evaluation of works of dramatic literature
- explain and perform the process of semantic classification
- identify and illustrate the uses and limitations of semantic classification
- classify and define the most frequently used figures of speech

*The numerals which follow each writing assignment identified above refer to the original placement of that assignment in the *Structured Composition Program*, Grades 7-12.

English 11
Prerequisite: Attainment of the objectives of English 10
1005 1 year 1 credit

English 11 A— Introduction to Nonfiction and the Lyric
Prerequisite: Attainment of the objectives of English 10 A and 10 B
1010 1 semester ½ credit

The focus of language study in Grade 11 shifts gradually toward rhetoric: students learn to apply basic rhetorical principles to the improvement of their own writing and to appreciate effectiveness in the writing of others. Since this focus requires a firm grounding in the grammar, usage, and mechanics studied through Grade 10, teachers of this course administer diagnostic tests in these areas and pursue whatever remedial instruction is indicated.

As part of the Basic Proficiency Program, students with marked deficiencies in writing-related skills continue to be provided with intensive remediation in the areas of weakness.

In keeping with the literary focus of this course, composition instruction emphasizes exposition and argumentation. The following six structured writing assignments* are required:

1. arguing a provocative question (10-7)
2. writing an operational definition (11-3)
3. writing a short personal essay (10-12)
4. writing informally on a topic of concern (11-1)
5. developing a theme by classification/division (12-2)
6. interpreting a figurative passage (12-10)

Approximately half of the assignments are based on personal experiences and half on responses to literature. Emphasis throughout is on multiparagraph compositions.

Literature study in the course aims at providing integrated experiences in a variety of literary forms, but the special required emphases are the following: (1) class study and discussion of a wide range of prose nonfiction (both English and American) aimed at illustrating the diversity of the essay form; and (2) a systematic introduction to the conventions of the lyric and to an approach to the close reading of lyric poems. Essential elements in this approach involve identification and analysis of elements of the lyric situation, study of the functioning of metaphor and imagery of poetic contexts, and investigation of the devices of sound most commonly employed in lyric poetry. Poetry by both American and English poets is studied, and a balance of contemporary and classic works is represented. As time permits, instruction provides for class study of several short films of personal expression.

Upon completion of English 11 A, the student should be able to:

- formulate a thesis statement and develop it logically in a multiparagraph composition
- analyze and interpret formal and informal essays
- assess the arguments in an essay through applying the basic principles of logic
- understand and apply to his/her own writing basic rhetorical principles
- identify elements of effective technique in his/her own or others' writing
- apply to his/her own writing the understanding that levels of language exist in speech and writing by selecting the level most appropriate to a specified purpose, audience, and situation

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*The numerals which follow each writing assignment identified above refer to the original placement of that assignment in the *Structured Composition Program*, Grades 7-12.

- edit and apply to his/her own or others' writing basic principles of English grammar, usage, mechanics, and effectiveness of expression
- interpret the lyric situation in given lyrics and name the elements
- explain how the lyric situation of a given poem shapes the choice of language and the meaning of the poem
- identify figurative language in given lyric poems and explain its relation to total meaning
- identify and explain the functioning of devices of sound in given lyric poems
- illustrate the operation of poetic conventions in individual poems

English 11 B — Advanced Prose Fiction
Prerequisite: Attainment of the objectives of English 10 A and 10 B
1011 1 semester ½ credit

Language study continues to be directed to increasing students' awareness of the operation of basic rhetorical principles in both their own writing and the writing of others. A very special emphasis in the course is on language as it functions within the context of literature, particularly as it relates to point of view and tone in sophisticated prose fiction.

As part of the Basic Proficiency Program, students with marked deficiencies in writing-related skills continue to be provided with intensive remediation in the areas of weakness.

The blended narrative and expository emphases that characterize the six required structured writing assignments reflect the literary focus of the course itself. The following compositions* are required:

1. characterization through incident (11-5)
2. suggesting an attitude or idea through a short narrative sketch (11-6)
3. developing through illustration a thesis on a literary theme (11-9)
4. imitating a style of a selected author OR supporting an attitude with reasons (11-12)
5. developing a topic through examples (12-3)
6. analyzing in writing the structure of a literary work (12-5)

Literature study in this course aims at providing integrated experiences in a variety of literary forms; special required emphasis, however, is on the in-depth class study of at least two challenging novels (including a minimum of one classic novel and one twentieth century novel) and a variety of short stories. Study seeks to extend and refine the students' understanding of *point of view, tone, irony, symbol, theme, motif,* and *convention.* Above all, the student will be helped to appreciate the role of language in the structuring of a work of prose fiction. Works studied will be by both English and American writers; a balance of the classic and contemporary will be sought.

Students continue to receive instruction in speaking and listening skills and have frequent opportunities to apply them in reports and informal group discussions.

Upon completion of English 11 B, the student should be able to:

- formulate a thesis statement and develop it logically in a multiparagraph composition
- write prose which conforms to standard English usage and mechanics and fulfills its rhetorical purpose
- apply to his/her own writing the understanding that levels of language exist in speech and writing, by selecting the level most appropriate to a specified purpose, audience, and situation
- demonstrate a competence in research paper techniques that is adequate to his/her academic needs

*The numerals which follow each writing assignment identified above refer to the original placement of that assignment in the *Structured Composition Program,* Grades 7-12.

- identify and interpret *point of view*, *tone*, *irony*, *symbol*, and *thematic motifs* as unifying/intensifying agents in prose fiction
- respond to specific works and types of literature with valid expectations based on the nature and conventions of the forms
- apply the concepts of *hero* and *anti-hero*, as appropriate, in literature read
- discuss the concepts of *hero* and *anti-hero* as reflections of their times
- identify and differentiate samples of rhetorically effective and ineffective writing
- demonstrate mastery of terminology pertinent to mature prose fiction
- edit and apply to his/her own or others' writing basic principles of English grammar, usage, mechanics, and effectiveness of expression

English 12
Prerequisite: Attainment of the objectives of English 11
1006 1 year 1 credit

English 12 A — Advanced Nonfiction and the Lyric
Prerequisite: Attainment of objectives of English 11 A and 11 B
1012 1 semester ½ credit

Language study in this course deepens and extends into Grade 12 the emphases identified for Grade 11. The essay and the lyric provide a natural context for the study of rhetorical effectiveness. In addition to the highlighting of basic principles of rhetoric, the course includes a brief but comprehensive review of grammar, mechanics, and usage.

As part of the Basic Proficiency Program, students with marked deficiencies in writing-related skills continue to be provided with intensive remediation in the areas of weakness.

The writing component of the course is designed to correlate with both the language study and the literature focuses. The required writing assignments are exclusively expository and argumentative. Students are required to write both a critical and an informal essay. The six required writing assignments* are the following:

1. developing an analogy (11-4)
2. defining an abstract term (12-1)
3. fusing a number of expository methods in a single composition (12-7)
4. writing an informal essay (12-8)
5. writing to persuade or convince (12-9)
6. writing a critical essay (12-12)

Literature study in this course seeks to provide integrated experiences with a variety of literary genres; special required emphasis, however, is on the close reading of a variety of mature essays and lyric poetry by English and American writers, both classic and modern. Study of both forms focuses on principles of organization and structure and on the ways in which both essayists and poets exploit and extend the resources of language to express and communicate meaning. As time permits, instruction includes experiences in the aesthetics of film.

Students continue to receive instruction in speaking and listening skills and have frequent opportunities to apply them in reports and informal group discussions.

*The numerals which follow each writing assignment identified refer to the original placement of that assignment in the *Structured Composition Program*, Grades 7-12.

Upon completion of English 12 A, the student should be able to:

- select, in his/her own writing, the level of language most appropriate to a specified purpose, audience, and situation
- identify elements of effective technique in his/her own or others' writing
- understand and apply to his/her own or others' writing basic grammatical and rhetorical principles
- write prose which conforms to standard English usage and mechanics and fulfills its rhetorical purpose
- formulate a thesis statement and develop it logically in a multiparagraph composition
- identify and interpret the various kinds of progression in given lyric poems
- analyze and interpret formal and informal essays
- identify and discuss the operation of *point of view, tone, irony, symbol,* and *thematic motif* in intensifying and unifying essays and lyric poems
- recognize and apply basic devices of argumentation and persuasion
- validly assess the arguments in an essay through applying basic principles of logic
- independently interpret an essay or lyric poem and defend his/her interpretation
- identify and explain the function of various kinds of patterning in a given lyric poem (e.g., patterns of words, lines, sounds, images, etc.)
- identify theme in given essays and lyric poems and defend his/her conclusion with sound textual evidence
- identify basic premises inferable from given essays and lyric poems
- identify in poems and lyric poems ways in which authors exploit language to intensify meaning

English 12 B — Advanced Drama as Literature
Prerequisite: Attainment of the objectives of English 11 A and 11 B
1013 1 semester ½ credit

Language continues to direct students' attention to the operation of basic rhetorical principles in their own and others' writing.

As part of the Basic Proficiency Program, students with marked deficiencies in writing-related skills continue to be provided with intensive remediation in the areas of weakness.

The writing component of the course is designed to correlate with both the language study and the literature focuses. The six required structured writing assignments are exclusively expository and argumentative. All are directly concerned with practical problems of rhetoric; three are particularly adaptable to literature study. The required writing assignments* are as follows:

1. explaining a process in a clear and lively manner (11-7)
2. developing a theme by cause-effect analysis (11-8)
3. persuading audience to a desirable change (11-10)
4. clarifying through comparison/contrast (12-4)
5. suggesting an attitude or idea through dialogue and action (12-6)
6. writing a character sketch or analysis (12-11)

Although literature study in this course seeks integrated instruction in a variety of literary genres, special required emphasis is on an in-depth study of vision and theme in mature drama; on the techniques through which vision and theme are communicated dramatically; on the changing concept of the heroic in world drama; and, finally, on the ways in which figurative language may serve thematically in mature drama.

*The numerals which follow each writing assignment identified above refer to the original placement of that assignment in the *Structured Composition Program,* Grades 7-12.

Students continue to receive instruction in speaking and listening skills and have frequent opportunities to apply them in reports and informal group discussions.

Upon completion of English 12 B, the student should be able to:

- formulate a thesis statement and develop it in a multiparagraph composition
- write prose which conforms to standard English usage and mechanics and fulfills its rhetorical purpose
- identify elements of effective technique in his/her own or others' writing
- explain basic grammatical and rhetorical principles and apply them to his/her own writing
- select, in his/her own writing, the level of language most appropriate to a specified purpose, audience, and situation
- identify and discuss the basic elements of tragedy and comedy
- recognize and discuss the *hero* and the *anti-hero* as reflections of their times
- identify the basic premises and theses inferable in serious works of imaginative literature, especially drama
- respond to specific works and types of literature with valid expectations based on the nature and conventions of the forms
- demonstrate understanding that figurative language may serve a thematic function
- identify theme in given plays and defend his/her conclusion with sound textual evidence

English, Advanced Placement
Prerequisite: Attainment of the objectives of English 11 A and 11 B, and Counseling

1007	1 year	1 credit

English, Advanced Placement A

1012	1 semester	½ credit

English, Advanced Placement B

1018	1 semester	½ credit

Able twelfth grade students may elect this freshman college-level course in lieu of the regular Grade 12 English course. Within broad guidelines defined at the national level, the program stresses practical application of the principles of rhetoric and the close study of a wide selection of challenging literature, both classical and contemporary. To deepen their understanding of how, through form and content, literature communicates meaning, students read and discuss in seminar certain works representative of dominant literary genres and themes. To increase their precision in thought and expression, students receive systematic instruction in the basic methods of logical analysis and have frequent experiences in the writing and revision of essays of exposition and argumentation.

Upon successful completion of this course and/or creditable performance on the annual Advanced Placement Examination in English, students may receive, at the discretion of individual colleges, college English credit or advanced, preferential placement in English. The primary purpose of this course is to provide our most able twelfth grade students with well-balanced, college-level enrichment — not specifically to prepare students to take the Advanced Placement Examination.

Upon completion of Advanced Placement English, the student should be able to:

- respond sensitively and appropriately to a wide range of mature adult literature
- relate a given piece of literature meaningfully to other works on the basis of the genre it represents; the broad theme it addresses; or the biographical, cultural, or historical milieu that gave rise to it
- write an interpretive or critical theme that frames and develops a tenable thesis in a logical, coherent, and rhetorically effective manner
- participate with maturity and insight in seminar discussions of a literary period, a literary genre, or a broad literary theme

Speech I

1102	1 year	1 credit
1101	1 semester	½ credit

In Speech I, students receive systematic instruction in skills of oral communication. Initially, they learn through study of contemporary research in the communication field that messages must be received as well as sent. After they have acquired a basic understanding of communication as a dynamic process, they learn to prepare and deliver effective speeches, with particular audiences in mind. They receive instruction in research procedures. While preparing speeches, students are made aware of various patterns of organization and of the appropriate, precise use of language. They learn to determine the adequacy and appropriateness of supporting data in relation to their audiences. They receive instruction and practice in various speech activities including prepared and extemporaneous speeches, group discussions, and oral interpretation of literature. While participating in these activities, they learn to project their voices, to use proper breathing techniques, and to adapt tone and volume to the speaking situation. Emphasis is placed on improving articulation and pronunciation, developing poise, and making effective use of gesture and movement. Students learn to listen courteously and critically, to evaluate their own listening skills, and to work consciously on improving these skills. More important than the acquisition of specific skills, however, is the development of students' confidence in their own personal worth and in the value of their own ideas.

Upon completion of Speech I, the student should be able to:

- identify and explain elements of the communication process
- research material in libraries and other community facilities
- select material appropriate to both purpose and projected audience
- organize material, following a logical and orderly pattern of development and supporting opinions and conclusions with fact
- speak extemporaneously as well as from a prepared text
- participate in formal and informal, large- and small-group discussions
- speak with ease in social conversation
- use language appropriate to purpose, audience, and situation
- use clear and standard articulation and pronunciation
- demonstrate appropriate control over voice production including pitch, volume, rate, and intonation
- control the degree of body tension and relaxation in a speaking situation
- stand and sit correctly
- use appropriate gestures and movement
- establish eye contact with the audience
- listen attentively and critically, analyzing a speaker's statements, opinions, and attitudes
- draw out others to participate in oral discussion and conversation
- express and communicate ideas with clarity, vigor, interest, and sincerity
- select literature appropriate to a particular audience and read it aloud for the enjoyment of that audience
- show evidence of enjoyment in communicating with an audience
- show evidence of appreciation in receiving the communication of other speakers

Speech II
Prerequisite: Attainment of the objectives of Speech I

1104	1 year	1 credit
1103	1 semester	½ credit

This course provides for a continuation and reinforcement of various types of speech activities begun in Speech I, followed by introduction of advanced communication activities. In addition, students will study the modes and the processes of modern communication as well as the impact of modern communication on them as members of society. Facets studied will include radio, television, film, newspaper, theatre, art, and recordings. Through the experience of developing and critiquing radio scripts, telescripts, and videotape programs, students become at once skillful as communicators and more keenly aware of the importance of communication in the contemporary world.

Upon completion of Speech II, the student should be able to:

- identify and explain the basic elements of the communicative process
- demonstrate the skills and attitudes essential to good listening
- understand the effects of the mass media in a democratic society
- demonstrate an understanding of the extent and value of persuasion in our society
- demonstrate the use of a variety of persuasive methods
- demonstrate the ability to evaluate critically a wide range of persuasive techniques used on consumers and voters (or potential voters)
- be able to participate in and understand the value of readers' theatre and other forms of oral interpretation
- demonstrate the ability to use group discussion as a means of problem solving
- be able to prepare and deliver a speech, a news presentation, an editorial, and a dramatic script

Journalism I

1111	1 year	1 credit

Journalism I A

1113	1 semester	½ credit

Journalism I B

1114	1 semester	½ credit

Journalism I affords training in all phases of newspaper work. It emphasizes the techniques essential to accurate, responsible reporting: finding sources, using acceptable interview techniques, and getting all sides of a story. Students write news stories, news analyses, interviews, feature stories, sports stories, and editorials. Typography, makeup, editing, copyreading, headline writing, photography, and advertising also receive systematic attention. Particular stress is placed on the historical, legal, and ethical aspects of journalism. Principles of semantics are applied to the study of journalism, and careful attention is paid to the critical reading of mass media. Students have an opportunity to assist in publishing the school newspaper and to train and compete for staff positions. In schools where facilities and staffing permit, Journalism I may emphasize television as well as print journalism.

Upon completion of Journalism I, the student should be able to:

- identify the different kinds of newspaper articles and their functions
- write a news story, interview, feature story, and editorial acceptable for publication in the school newspaper or for broadcast on the school's public address system or television news program
- construct a paper layout for a school publication, and write suitable headlines

- design an ad layout, and formulate a presentation to an advertiser
- plan and assess a newsworthy picture, and crop it for publication
- conform to the legal and ethical standards of responsible journalism
- formulate and apply criteria for judging both school and professional publications as well as television programming
- function in one or more staff positions on a school publication or on a television news staff
- appraise the role of film, radio, TV, and print journalism in everyday life

Journalism II
Prerequisite: Attainment of the objectives of Journalism I

1112	1 year	1 credit

Journalism II A

1133	1 semester	½ credit

Journalism II B

1134	1 semester	½ credit

Open to any student who has satisfactorily completed Journalism I, this course offers practical instruction and training in all aspects of producing school publications. Journalism II is *not* a production course; that is, its objective is not the planning or execution of any school publication. Enrollment in Journalism II is, however, recommended for members of the production staff of the school newspaper, the school yearbook, and the school's closed circuit news programs and is particularly recommended for members of the editorial boards of these school enterprises. Participants receive instruction in principles and techniques proper to their interests and staff responsibilities, whether in a class comprised of staff members from all school publications or in a class divided into distinct groups focused on one publication. In addition, all students receive individual instruction and practice in recognizing how the readability and personality of a publication are enhanced by the creative use of graphics and typography. Emphasis is placed on innovative uses of new printing technology, on the principles of copy-fitting and their specific applications to the particular publication, and on the basic principles of design and their applications.

Throughout the course, opportunities are provided for student participation with the working press. Students receive guidance in continuing education in journalism and explore career opportunities in journalism.

Upon completion of Journalism II, the student should be able to:

- plan, execute, and write in-depth news stories, editorials, and features
- apply principles of graphics, typography, and layout to a school publication
- assume responsibility for editing and copy reading
- plan news coverage and format in the light of the business and financial resources available to a school publication
- identify and discuss career opportunities in journalism
- devise a theme for school publication and ways of executing it

Advanced Writing Workshop

1132	1 year	1 credit
1131	1 semester	½ credit

As enrichment to the writing component of the required English program, this course provides additional instruction for able students interested in expository or creative writing. Guided, in-depth instruction and experiences in the area(s) of each student's chief interests are available. Students may, for

example, elect creative writing, with special emphasis on poetry or drama or prose fiction; they may elect advanced exposition writing with a view to sharpening and refining their skills in writing essays, reports, research papers, articles, or critical reviews; or they may elect to explore a combination of writing types. Regular guidance and instruction take place predominantly in small common-interest groups and are supplemented by frequent individual teacher-student conferences and critiques. Efforts are made to give students some contact with practicing writers.

The expected student outcomes for this course depend upon those aspects of writing and language study which the students contract to pursue.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES — SECONDARY (ungraded)

English	
1200	1 year
ESOL A	
1201	1 semester
ESOL B	
1202	1 semester

English for Speakers of Other Languages (ESOL) is offered specifically for non-native speakers of English who are greatly impeded in the regular classroom work because they lack proficiency in the English language. The goal of the program is to provide adequate English language instruction so that each student will be able to function successfully in his/her school. The audio-lingual approach which is used stresses listening, speaking, reading, and writing. The ESOL teacher and the classroom teacher will determine, through an objective assessment, when a student no longer needs to participate in the ESOL program.

In accordance with MCPS Regulation 310-11 (August 8, 1973), regular English credit is given in secondary ESOL courses under the following conditions:

1. A student enrolled in ESOL may earn up to two credits in English, Grades 9-12. Additional ESOL credits toward meeting the English requirement for graduation may be granted only with the approval of the principal upon the recommendation of the ESOL teacher and the English resource teacher.

2. Credit for ESOL may be earned either in summer school or during the regular school year.

When a student leaves this course, he/she should be able to function successfully in regular class work, although not necessarily at the level expected of the native speakers of English.

MCPS INSTRUCTIONAL GUIDES AND RELATED REFERENCES

The parenthesized letter following individual titles indicates where copies of the given material are available.

(w) Available from MCPS Warehouse, Division of Supply Management

(c) Available from appropriate coordinator, Department of Instructional Planning and Development

English Language Arts Literature Program K-12, Bulletin No. 185-1, Elementary Level, 1965. (w)

Speaking Skills Scope and Sequence Chart with Desired Behavioral Outcomes and Suggested Activities K-12, 1971. (w)

Scope and Sequence of Instructional Objectives for Skills in Mechanics of Written Expression, Revised Edition, 1975. (c)

Spelling Handbook K-12, Bulletin No. 181, Revised Edition, 1965. (w)

The Language Arts, A Curriculum Guide for Elementary Schools, 1956. (w) (This guide should be used only as a resource for ideas for student activities.)

Writing in the Elementary School, Bulletin No. 180, 1964. (w) (This bulletin should be used only as a reference for teachers.)

Teaching Reading Skills, Volume I, Bulletin No. 246, 1971. (w)

Comprehension — Critical Reading/Thinking Skills K-12, Volume II, Bulletin No. 246, 1974. (w)

English Language Arts Diagnostic Test Booklets in Grammar, Usage, and Mechanics, Grades 7-11, 1973. (w)

Structured Composition Program, Grades 7-12, Bulletin No. 154, Revised Edition, 1967. (w)

English Language Arts Literature Program K-12, Secondary Level — Junior High, 1966. (w)

English Language Arts Program K-12, Course of Study — Grade 10 Section, 1966. (w) (Composition component for the designated grade level not included. See Bulletin No. 154.)

English Language Arts Program K-12, Course of Study — Grade 11 Section, 1966. (w) (Composition component for the designated grade level not included. See Bulletin No. 154.)

English Language Arts Program K-12, Course of Study — Grade 12 Section, 1966. (w) (Composition component for the designated grade level not included. See Bulletin No. 154.)

Teachers' Resource Packet for the Basic Proficiency Program in Writing, Volumes I and II, 1976. (c)

Instructional Activities for MSDE and MCPS Reading Guides Keyed to MCPS Grade Nine Basic Proficiency Test in Reading, Summer 1976. (c)

Functional Reading Objectives Keyed to Reading Instructional Guides and Activities, Grades 5-6, Spring 1977. (c)

Prereading, Volume III, Bulletin No. 246, 1976. (w)

A Reading Program Guide for the Montgomery County Public Schools, K-12, 1979.

"Editing Standards for Middle/Junior High School Student Writing," 1977. (w)

"Editing Standards for High School Student Writing," 1977. (w)

"Characteristics of an Effective Secondary School Writing Program," 1977. (c)

"Instructional Objectives with Sample Assessment Tasks: Literature, Grades 7-9," 1973. (c)

"Instructional Objectives with Sample Assessment Tasks: Literature, Grades 9-12," 1973. (c)